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ABSTRACT

This document summarizes findings from a self-study conducted by the English-as-a-Second-Language (ESL) Department at Rio Hondo College (California) for use in the College's 2001-2002 academic year program review. The report utilizes enrollment information from the 3,504 individual students who enrolled 5,965 times in credit and non-credit ESL courses between fall 1996 and spring 2001. Over half (51%) of all ESL enrollments were in non-credit courses and over half (57%) of the individual ESL students took non-credit ESL as their first course in this time period. Key findings include: (1) average ESL success rate was 66%, average withdrawal rate was 15%, and average rate of poor grades (D, F, NC) was 19%; (2) average success rate for students who took 1 or more ESL classes and attempted English 101 during this time period was 82% (only 27% of 1,507 ESL students over the last 5 years attempted English 101); (3) women were significantly more likely than men to take non-credit ESL courses and constituted 75% of the lowest-level ESL credit course enrollments; (4) moderately strong correlation showed that students who might be Spanish speakers were significantly more likely than other ethnic groups to enroll in non-credit ESL classes; and (5) statistically significant, but weak variations by ethnicity in ESL course success were present for both men and women. (RC)

Memorandum

Date: January 28, 2002

To: Rod Sciborski, Coordinator ESL Credit Programs
Lynette Nyaggah

Cc: Gail Chabran, Coordinator, ESL Non-Credit Programs,
and Dean of Communications and Languages

Stephen C. Maack
From: Stephen C. Maack
Director, Institutional Research

RE: English as a Second Language Research Report One

Introduction. The research and analysis for this report were prepared at the request of Rio Hondo College, English as a Second Language (ESL) faculty for self-study research related to the 2001/2002 ESL program review. The report concerns ESL enrollment information for any students enrolled in at least one ESL course the five-year period from Fall 1996 through Spring 2001. It is the first of two reports prepared for the program review. The other report follows cohorts of fall term students who completed the English/ESL assessment test under the ESL scoring rubric between Fall 1996 and Spring 2001, and considers the relationships of assessment testing, enrollment and course success.

EXECUTIVE SUMMARY

- The report concerns ESL Enrollment information for any students enrolled in at least one ESL course during the five-year period from Fall 1996 through Spring 2001.
- Over half of the 3,504 ESL students and the 5,965 enrolments in this time period were in non-credit ESL courses.
- Among the for-credit ESL classes, 15 percent of the 2,944 enrolments were in ESL 036, one-quarter in ESL 037, 28 percent in ESL 197 and almost one-third in ESL 198.
- The average ESL course success rate was 66 percent. The average withdrawal rate was 15 percent, and the average rate of poor grades (D, F, NC) was 19 percent.

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- Students were statistically significantly (but weakly) more likely to succeed in ESL 036 (the lowest level credit course) and in ESL 198 (the highest level) than in either of the two ESL courses in the middle of the sequence (ESL 037 or ESL 197).
- The average success rate for students who took one or more ESL class and attempted ENGL 101 during this time period was 82 percent, but only 27 percent of the 1,507 individual students enrolled in ESL over the last five years attempted ENGL 101.
- In a strong correlation, the higher the level of the first ESL course taken during the five years, the more likely it was that the student took and succeeded in ENGL 101.
- The issue for students may be climbing the ladder of ESL courses to get ready for ENGL 101, especially when starting at one of the lower rungs.
- The 1,507 students had a range of 1 to 10 terms of ESL and ENGL enrollment, a median of two terms, and an average 2.23 terms. Fully 75 percent of the students took three terms or fewer ESL and/or ENGL classes during the five-year period.
- The highest average number of enrollments was for students whose first course (in this time period) was ESL 037 (2.41 enrollments). For those whose first enrollment was in ESL 197, the average number of enrollments was 2.25, and it was 2.18 for students taking ESL 036 as their first course (in this time period).
- Many Rio Hondo ESL students may be attempting too few ESL courses here to reach ENGL 101 level, and this has been so for some time. Students with first ESL courses in the time period taking place in Fall 1996 had 10 fall and spring semesters (and potentially five summer terms) in which they might have taken ESL or ENGL courses, yet they only averaged 2.5 such courses each. Students with their first ESL course in Fall 1997 averaged 2.7 courses, and in Fall 1998, 2.4 courses.
- Over the past five years the proportion of students whose first ESL course (in this time period) was ESL 036 increased, while the proportion whose first course was ESL 198 decreased. The proportion of first courses in the middle of the sequence (ESL 037 and ESL 197) fluctuated. This observation is consistent with the contention that recently more students have needed to start at lower ESL levels, but does not verify it (see the second report for more evidence on assessment, placement, and course taking).
- About 10 percent of the students taking ESL during the five year period had not been tested for placement in ENGL/ESL during this time period. They may have been assessed for placement some other way or tested before the research time period.

Variations by Gender

- Women were significantly more likely than men to take non-credit ESL and constituted 75 percent of ESL 035 enrollments.

- In proportion to their numbers, women were as likely as men to be taking any one of the credit ESL courses during these five years (as a first course, or at any time).
- Women and men were equally successful in completing ESL 036 (the lowest level ESL course) and ESL 198 (the highest level one).
- Very weak but statistically significant correlations showed that women succeeded at slightly greater rates than men in ESL 037 and in ESL 197 course attempts.
- In the case of ESL 197 enrolments, there were approximately equal proportions of men and women withdrawing, so it was men actually getting poorer grades that made the difference in success. In ESL 037 men both withdrew more and got poorer grades.
- About 30 percent of female and 25 percent of male ESL students attempted ENGL 101. Men and women who had been ESL students and attempted ENGL 101 in this time period succeeded at statistically equivalent rates.

Variations by Ethnicity

- In a moderately strong correlation, students who might be Spanish speakers (i.e., Mexican Americans, Central Americans, South Americans, Other Hispanics) were significantly more likely than other ethnic groups to enroll in non-credit ESL classes.
- Chinese contributed 32 percent of all credit ESL enrollments, Mexican-Americans 27 %, Vietnamese/Laotians/Cambodians 11 %, Central Americans 8 %, Other Hispanics 6 %, and non-Hispanic Whites, Japanese, and Other Asians about 3 percent each.
- In a weak correlation, students from the Spanish-speaking ethnic groups listed above were somewhat more likely than those from Asian, Southeast Asian, or other ethnic groups to have registered in ESL 036 or ESL 037.
- There was a statistically significant but weak difference in gender distribution across ethnic groups of ESL credit course takers. Most groups were close to the average of 55 percent female. Filipinos/Pacific Islanders, White Non-Hispanics and Other Hispanics, however, were about three-fourths female; Japanese, Other Asian, and Other Non-White/Black/American Indian categories were around one-third female.
- There were statistically significant but weak differences in credit ESL course success by ethnic group. The highest ESL course success rates posted were by Other Asian (85 %), "Unknown Ethnicity" (74 %), and Japanese (72 %) students. The lowest rates came from South American (56 %) students and six Black Non-Hispanic enrolments (33 %). All other ethnic groups clustered closely in the 60 to 69 percent range.
- Statistically significant but weak variations by ethnicity in ESL course success were present for both men and women.

- Within ethnic groups, however, the only statistically significant differences were a ten percent point spread in course success, favoring women, in success rates for Chinese and Mexican-Americans, and a 16-point spread among Japanese ESL course takers. This may account for the gender difference in course success mentioned earlier.
- ENGL 101 attempts correlate moderately but significantly with ethnicity. One-quarter or more of individual ESL students from the following ethnic groups attempted ENGL 101 during the five-year research period: Chinese (38 %), Other Asians (38 %), Other Non-Whites and Non-Hispanic Blacks (31 %), White Non-Hispanics (27 %), Japanese (26 %), and "Unknown Ethnicity" (25 %).
- In contrast, only 11 to 20 percent of students from these ethnic groups attempted ENGL 101: Mexican-Americans (20 %), Other Hispanics (19 %), Central Americans (16 %), South Americans (13 %), and Koreans (12 %). Overall ENGL 101 pass rates followed a similar distributional pattern.
- Although it is not possible to determine if the difference is statistically significant, simple observation indicated 65 to 67 percent success rates in ENGL 101 for Mexican-American, Central American, compared with the overall average success rate was 82 percent. All other ethnic groups who had taken ESL, but one, were at or above the 82 percent success rate in ENGL 101.

The full report starts immediately below.

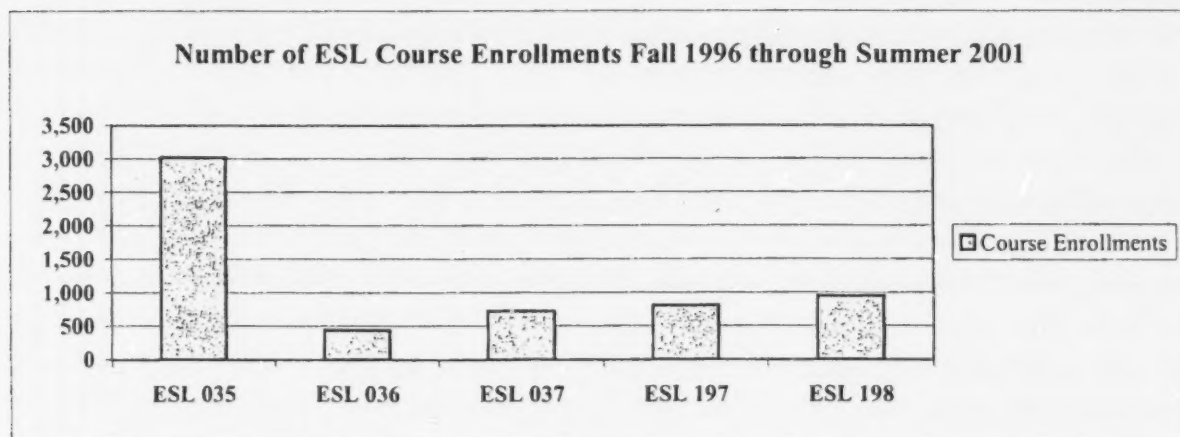
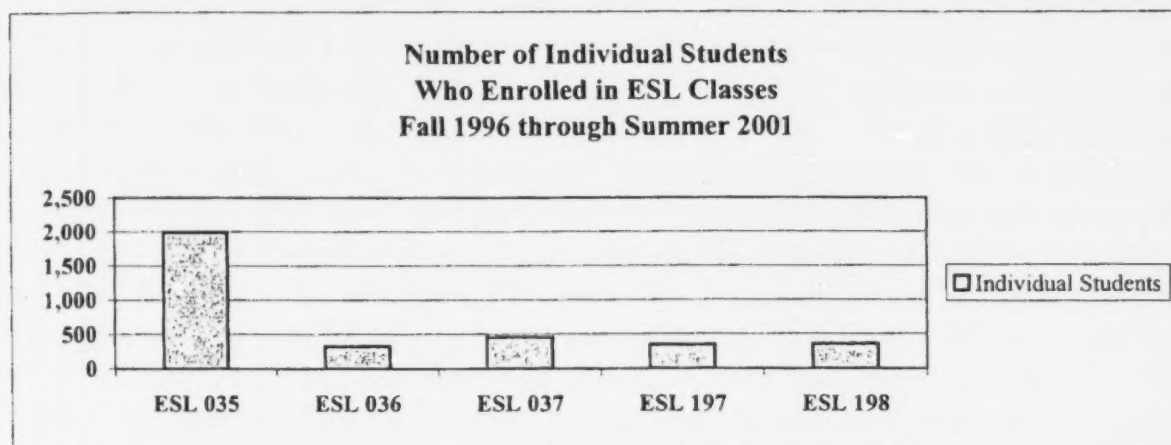
English as a Second Language Courses

ESL Credit and Non-Credit Enrollment. During the five-year period 3,504 individual students enrolled 5,965 times in credit and non-credit ESL courses. Over half (51 percent) of all ESL enrolments were in non-credit courses. Over half (57 percent) of the individual ESL students took non-credit ESL as their first course in this time period. While 1,997 individual students signed up 3,021 times for non-credit ESL (ESL 035), 1,507 enrolled 2,944 times in credit ESL classes (i.e., ESL 036, ESL 037, ESL 197 or ESL 198). See Chart 1 for details.

Since there are two ESL programs geared to serve different kinds of students desiring or needing English as a Second Language instruction, the non-credit and credit enrollments should be considered separately. Most of this report will concern the credit ESL program, but some information will be provided about the non-credit students and courses as well. Considering just the credit ESL classes, 15 percent of the 2,944 enrolments were in ESL 036, one-quarter in ESL 037, 28 percent in ESL 197 and almost one-third (32 %) in ESL 198.

ESL Course Success. Since non-credit ESL classes (ESL 035) do not have grades recorded, course success only applies to the credit ESL courses (ESL 036, ESL 037, ESL 197 and ESL 198). Course success occurs when a student receives a grade of "A," "B," "C," or "CR" after accounting for grade changes (if any). Withdrawals as well as grades of "D," "F," and "NC" are considered not succeeding. The average success rate in all 2,944 ESL credit course enrollments over the last five years was 66 percent. About 15 percent of all enrollments

CHART 1
ENGLISH AS A SECOND LANGUAGE
STUDENTS AND COURSE ENROLLMENTS
FALL 1996 TO SUMMER 2001



Number of	Non-Credit Credit Program					Credit ESL	Total
	ESL 035	ESL 036	ESL 037	ESL 197	ESL 198	Sub-Total	
Individual Students	1,997	333	464	350	360	1,507	3,504
Percent of Total	57%	10%	13%	10%	10%	43%	100%
Percent of Credit ESL		22%	31%	23%	24%	100%	
Course Enrollments	3,021	445	730	812	957	2,944	5,965
Percent of Total	51%	7%	12%	14%	16%	49%	100%
Percent of Credit ESL		15%	25%	28%	33%	100%	

resulted in course withdrawals, and 19 percent in grades below "C" level (or a grade of "NC" or "No Credit").

As shown in Chart 2 on the next page, students were more likely to succeed in ESL 036 (the lowest level for-credit ESL course) and in ESL 198 (the highest level) than in either of the two ESL courses in the middle of the sequence (ESL 037 or ESL 197). Over all enrollments, almost three-quarters (73 %) of ESL 198, and almost seven out of ten (69 %) ESL 036 enrollments yielded successful outcomes, but only about 60 to 61 percent of ESL 037 and ESL 197 enrollments resulted in success. These differences in success rates were statistically significant but the correlation was weak (Cramer's $V = .114$, $p < .001$).

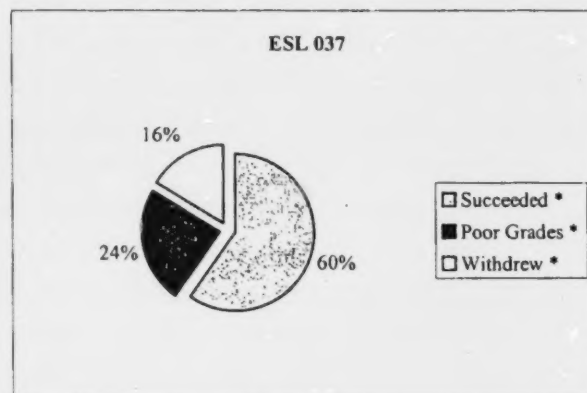
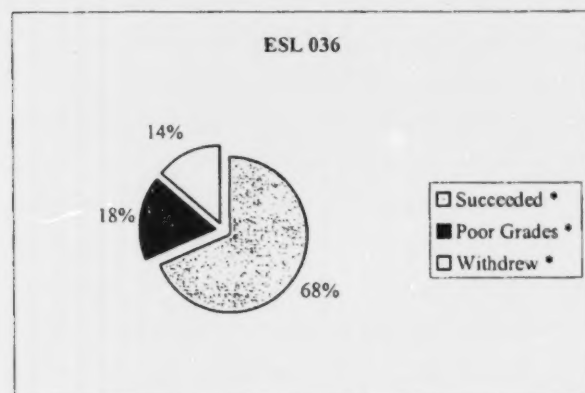
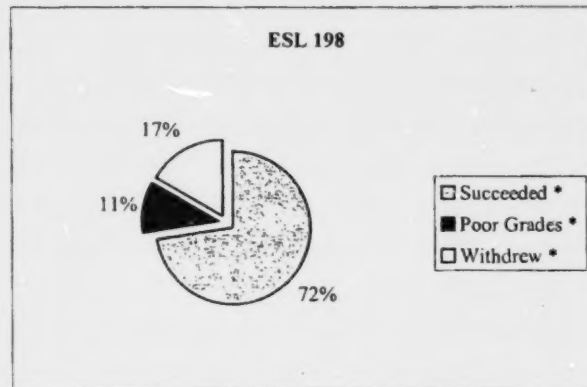
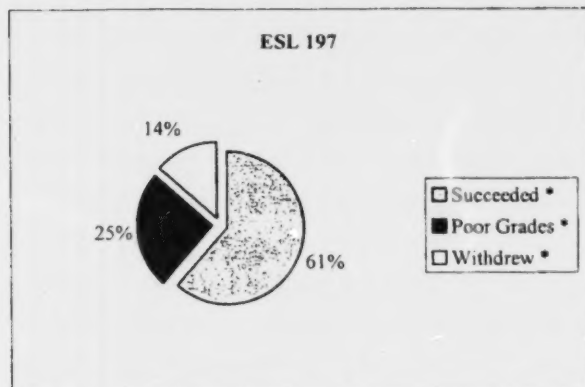
English 101 Success. An important goal of the for-credit ESL program is to prepare students to sufficient English proficiency levels that they can attempt and succeed in English 101 (ENGL 101), the transfer level English course. Of the 1,507 individual students who enrolled in ESL courses over the past five years, 27 percent also attempted ENGL 101 in the same time period, and 22 percent succeeded in passing the course. This means that during the five years 82 percent of the ESL students who took ENGL 101 passed it.

Perhaps not surprisingly, the higher the level of the first ESL course taken during the last five years, the more likely it was that the student both took ENGL 101 and succeeded in it. See Chart 3 for details. Overall, these two correlations were statistically significant and strong (Cramer's $V = .370$, $p < .001$ for attempting ENGL 101 and Cramer's $V = .350$, $p < .001$ for succeeding in ENGL 101). There is evidence, however, that the ESL instruction helped to "level the playing field" no matter at what level the ESL student started. Considering just those who got to the point of attempting ENGL 101 during the five years, the correlation of first course with ENGL 101 success is still statistically significant (Pearson Chi-Square = 10.640, $df = 3$, $p = .014$) but weak (Cramer's $V = .161$, $p = .014$). For example, of those whose first course in the five-year period was ESL 036, about 77 percent succeeded in ENGL 101 if they took it. On the other hand, there was an 88 percent success rate in ENGL 101 of those who started in ESL 197 and attempted the transfer level English course. This confirms not only that those who start at lower levels of ESL may have a harder time succeeding in ENGL 101, but also that if they get to ENGL 101 over three-quarters are likely to succeed.

The issue for students may be climbing the ladder of ESL courses to get ready for ENGL 101, especially when starting at one of the lower rungs. Just 8 percent of the students whose first course in the five-year period was ESL 036 even attempted ENGL 101, while 34 percent of those whose first course was ESL 197 did so. The evidence on overall ESL course success suggests that if students start at one of the lower rungs, more may run into success problems in the middle of the course sequence.

Number of ESL Courses Taken. Over the five-year period investigated, a student could have attempted ESL or ENGL courses between one and 15 times, depending on when the student started, at what level, how well the student did, and what courses were being offered in which terms. In fact, the 1,507 students had a range of 1 to 10 terms of ESL and ENGL enrollment, with a mean of 2.23 terms, and a median of two terms. Fully 75 percent of the students took three terms or fewer ESL and/or ENGL classes during the five-year period.

CHART 2
ENGLISH AS A SECOND LANGUAGE
COURSE SUCCESS RATES
FALL 1996 TO SUMMER 2001



Credit Program						
Enrollment Result	ESL 036	ESL 037	ESL 197	ESL 198	Total	Percent
Succeeded *	305	436	498	694	1,933	66%
Poor Grades *	78	174	203	103	558	19%
Withdrew *	62	120	111	160	453	15%
Did Not Succeed *	140	294	314	263	1,011	34%
Total	445	730	812	957	2,944	100%

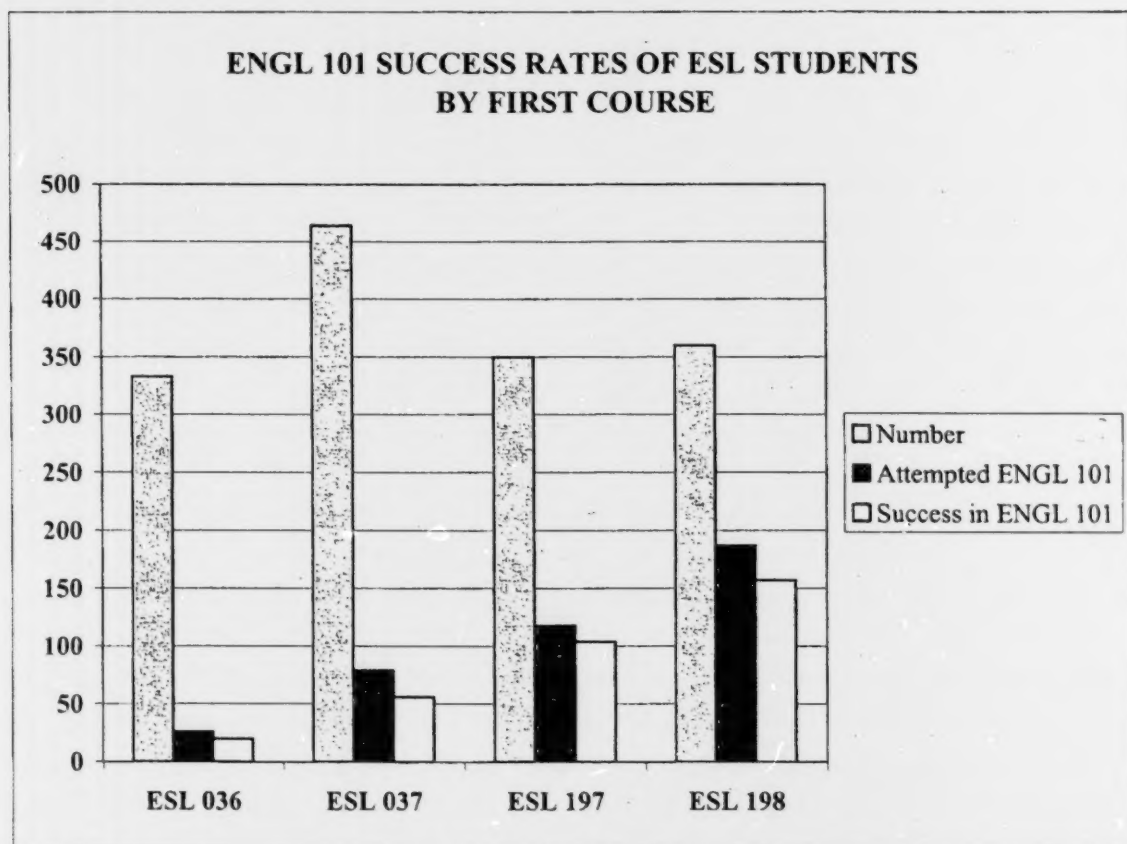
* "Course Success" is defined as a grade of A, B, C, or CR after any grade changes.

"Poor Grades" are defined as grades of D, F, or NC after any grade changes, and indicate that the student did not succeed.

"Withdrew" indicates students who withdrew from the course, and withdrawals are included as students who did not succeed.

"Did Not Succeed" is the sum of "Poor Grades" and "Withdrew".

CHART 3
ESL STUDENT SUCCESS IN ENGL 101
BASED ON FIRST ESL COURSE TAKEN DURING
FALL 1996 TO SUMMER 2001



First ESL Credit Course*	Number	Attempted ENGL 101	% Took ENGL 101	Success in ENGL 101		Did Not Succeed	Percent of Attempted
				Succeeded	Percent of Attempted		
ESL 036	333	26	8%	20	77%	6	23%
ESL 037	464	79	17%	56	71%	23	29%
ESL 197	350	118	34%	104	88%	14	12%
ESL 198	360	187	52%	157	84%	30	16%
Total ESL Student Headcount	1,507	410	27%	337	82%	73	18%

* First ESL Credit Course recorded between Fall 1996 and Summer 2001. May have taken ESL earlier.

* "Course Success" is defined as a grade of A, B, C, or CR after any grade changes.

"Poor Grades" are defined as grades of D, F, or NC after any grade changes, and indicate that the student did not succeed.

"Withdrew" indicates students who withdrew from the course, and withdrawals are included as students who did not succeed.

"Did Not Succeed" is the sum of "Poor Grades" and "Withdrew".

While there was a significant but weak (Cramer's $V = .152$, $p < .001$) correlation of first course with number of enrollments, the highest average number of enrollments were by students whose first course was ESL 037 (2.41 enrollments) and then ESL 197 (2.25 enrollments), followed by ESL 036 (2.18 enrollments). During this five-year period three-quarters of the students starting in ESL 036 had three enrollments or less – many were simply not taking enough courses to even reach ENGL 101 level (assuming they succeeded at each ESL level on their first attempts). See Chart 4 for details.

The Time Confound. Of course it could be argued that since this analysis looks at a specific five-year period, and since students took their first courses at different points during the period, the students who started later simply had not yet had enough terms to take enough courses to reach ENGL 101. To explore this further, an analysis was made of the number of terms of enrollment in ESL or ENGL courses by ESL students, comparing first courses taken in the five fall terms (and comparing separately first courses taken in the five spring terms). An analysis was not made of those who took their first ESL courses in the summer because not all ESL courses are offered in the summer (e.g., no ESL 037 was offered in any summer term during this five-year period).

As expected, for both the fall series and the spring series the maximum and average numbers of enrollments did decrease significantly as the term in which the first course was taken got closer to the present. One-way ANOVA statistical tests indicated that there was more variation in number of courses taken among the "first course" years than within them. The correlations, however, were weak. Students who took their first courses in Fall 1996, Fall 1997, or Fall 1998 were closer to one another in average number of courses taken than those whose first courses were in Fall 1999 or Fall 2000. Both means plots and ANOVA post-hoc analyses suggested that the main drop-off in number of courses taken was in the last two years of each time series. The issue of ESL students often not taking enough courses to reach ENGL 101 has apparently been with the College for some time. Even though students with first ESL courses in Fall 1996 had 10 fall and spring semesters (and potentially five summer terms) in which they might have taken ESL or ENGL courses, they still only averaged 2.5 such courses each, compared with 2.7 for those who first took ESL in Fall 1997, and 2.4 for those who first took ESL in Fall 1998. The correlation of starting course with number of enrollments was also present, but weak, for each year.

ESL Course Volume Shift. The exploration of time factors also yielded information about a shift in the proportion of first enrollments in ESL classes over the past five years. The proportion of students whose first course was ESL 036 increased, while the proportion whose first course was ESL 198 decreased, and the proportion in the middle two courses (ESL 037 and ESL 197) fluctuated (see Chart 5 for details). It is noticeably that 11 percent of those who first appeared in the dataset in Fall 1996 had ESL 036 as their first course and 34 percent had ESL 198, while in Fall 2000 the tables were almost reversed – with 33 percent having ESL 036 as their first course and 14 percent having ESL 198. That correlation was statistically significant (Pearson Chi-Square = 58.241, $df = 12$, $p < .001$) and moderately strong (Gamma = $-.233$, $p < .001$) for the Fall term series, and not statistically significant (Pearson Chi-Square = 20.409, $df = 12$, $p = .060$), but strong (Gamma = $-.420$, $p < .001$) for the Spring term series. A

CHART 4
NUMBER OF COURSES TAKEN BY ESL STUDENTS
BASED ON FIRST ESL COURSE TAKEN DURING
Fall 1996 through Summer 2001
AND SEMESTER AND YEAR TOOK FIRST COURSE

First ESL Course	Num. of Starting Year Students and Term	Number of ESL, ENGL 101 Courses by Summer 2001						
		Average	One	Two	Three	Four	Five or +	
<u>FALL TERMS</u>								
ESL 036	32	1996	3.19	6	9	3	7	7
		% of Group		19%	28%	9%	22%	22%
	23	1997	2.74	7	6	3	2	5
		% of Group		30%	26%	13%	9%	22%
	30	1998	2.60	10	6	5	5	4
		% of Group		33%	20%	17%	17%	13%
	26	1999	2.42	10	4	3	9	
		% of Group		38%	15%	12%	35%	
	44	2000	1.73	14	28	2		
		% of Group		32%	64%	5%		
	155	Fall Term Total	2.47	47	53	16	23	16
		% of Group		30%	34%	10%	15%	10%
<u>SPRING TERMS</u>								
ESL 036	28	1997	2.64	12	8	0	1	7
		% of Group		43%	29%	0%	4%	25%
	31	1998	2.45	13	6	2	7	3
		% of Group		42%	19%	6%	23%	10%
	35	1999	2.20	16	9	3	3	4
		% of Group		46%	26%	9%	9%	11%
	37	2000	1.84	18	7	12		
		% of Group		49%	19%	32%		
	33	2001	1.03	32	1			
		% of Group		97%	3%			
	164	Spring Term Total	2.01	91	31	17	11	14
		% of Group		55%	19%	10%	7%	9%
ESL 036 Fall and Spring Terms Totals			2.23	138	84	33	34	30
319	% of Group		43%	26%	10%	11%	9%	
ESL 036 Total Including Summer Start			2.18	152	84	33	34	30
333			46%	25%	10%	10%	9%	

CHART 4
NUMBER OF COURSES TAKEN BY ESL STUDENTS
BASED ON FIRST ESL COURSE TAKEN DURING
Fall 1996 through Summer 2001
AND SEMESTER AND YEAR TOOK FIRST COURSE

First ESL Course	Num. of Starting Year Students and Term	Number of ESL, ENGL 101 Courses by Summer 2001						
		Average	One	Two	Three	Four	Five or +	
<u>FALL TERMS</u>								
ESL 037	84	1996	2.64	31	16	14	9	14
		% of Group		37%	19%	17%	11%	17%
	59	1997	3.20	12	9	14	12	12
		% of Group		20%	15%	24%	20%	20%
	61	1998	2.25	24	11	17	6	3
		% of Group		39%	18%	28%	10%	5%
	35	1999	2.37	11	9	6	9	
		% of Group		31%	26%	17%	26%	
	45	2000	1.80	13	28	4		
		% of Group		29%	62%	9%		
	284	Fall Term Total	2.51	91	73	55	36	29
		% of Group		32%	26%	19%	13%	10%
<u>SPRING TERMS</u>								
ESL 037	56	1997	2.91	17	6	13	9	11
		% of Group		30%	11%	23%	16%	20%
	34	1998	1.91	17	7	8	1	1
		% of Group		50%	21%	24%	3%	3%
	32	1999	2.81	9	3	6	13	1
		% of Group		28%	9%	19%	41%	3%
	31	2000	1.97	11	11	8	1	
		% of Group		35%	35%	26%	3%	
	27	2001	1.00	27				
		% of Group		100%				
	180	Spring Term Total	2.25	81	27	35	24	13
		% of Group		45%	15%	19%	13%	7%
ESL 037 Fall and Spring Terms Totals			2.41	172	100	90	60	42
464	% of Group		37%	22%	19%	13%	9%	
ESL 037 Total Including Summer Start			2.41	172	100	90	60	42
464			37%	22%	19%	13%	9%	

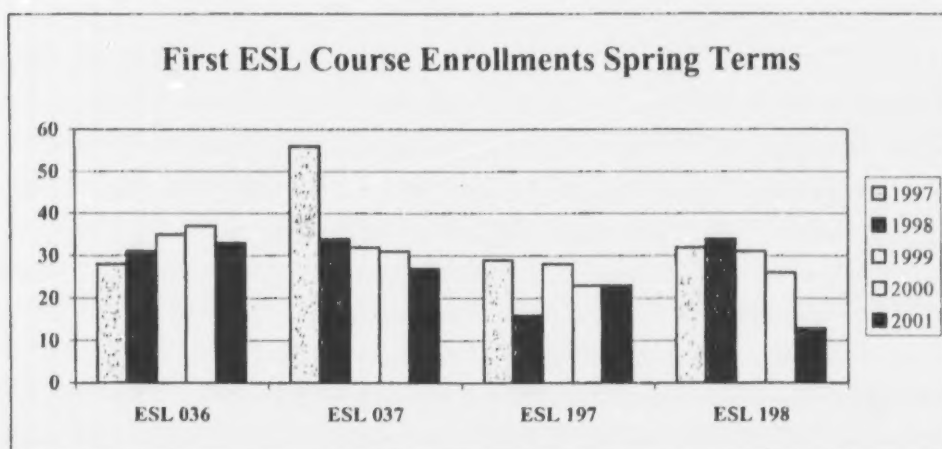
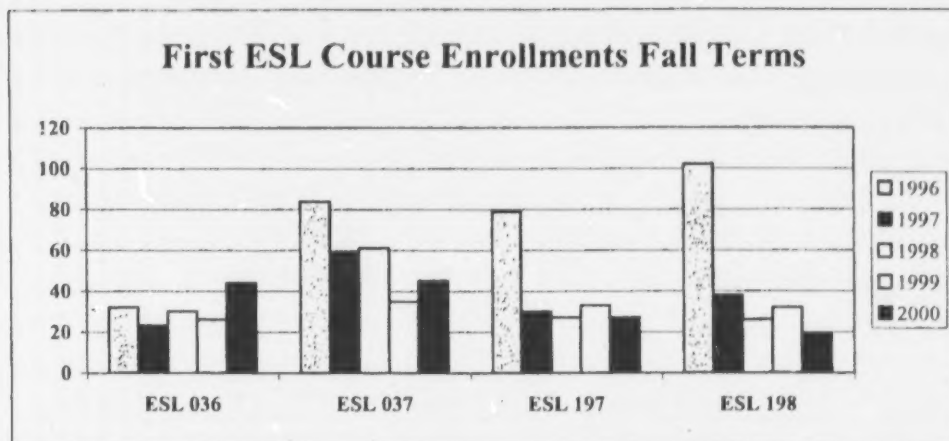
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NUMBER OF COURSES TAKEN BY ESL STUDENTS
BASED ON FIRST ESL COURSE TAKEN DURING
Fall 1996 through Summer 2001
AND SEMESTER AND YEAR TOOK FIRST COURSE

First ESL Course	Num. of Starting Year Students and Term	Number of ESL, ENGL 101 Courses by Summer 2001						
		Average	One	Two	Three	Four	Five or +	
<u>FALL TERMS</u>								
ESL 197	79	1996	2.44	24	19	23	7	6
		% of Group		30%	24%	29%	9%	8%
	30	1997	2.00	16	5	5	2	2
		% of Group		53%	17%	17%	7%	7%
	27	1998	2.56	6	8	7	4	2
		% of Group		22%	30%	26%	15%	7%
	33	1999	2.09	9	13	10	1	
		% of Group		27%	39%	30%	3%	
	27	2000	1.89	6	18	3		
		% of Group		22%	67%	11%		
	196	Fall Term Total	2.25	61	63	48	14	10
		% of Group		31%	32%	24%	7%	5%
<u>SPRING TERMS</u>								
ESL 197	29	1997	3.10	5	5	12	1	6
		% of Group		17%	17%	41%	3%	21%
	16	1998	2.38	5	2	7	2	
		% of Group		31%	13%	44%	13%	
	28	1999	2.07	13	4	8	2	1
		% of Group		46%	14%	29%	7%	4%
	23	2000	1.91	10	7	4	2	
		% of Group		43%	30%	17%	9%	
	23	2001	1.09	21	2			
		% of Group		91%	9%			
	119	Spring Term Total	2.14	54	20	31	7	7
		% of Group		45%	17%	26%	6%	6%
ESL 197 Fall and Spring Terms Totals		2.21	115	83	79	21	17	
315	% of Group		37%	26%	25%	7%	5%	
ESL 197 Total Including Summer Start		2.25	120	94	93	24	19	
350			34%	27%	27%	7%	5%	

CHART 4
NUMBER OF COURSES TAKEN BY ESL STUDENTS
BASED ON FIRST ESL COURSE TAKEN DURING
Fall 1996 through Summer 2001
AND SEMESTER AND YEAR TOOK FIRST COURSE

First ESL Course	Num. of Starting Year Students and Term	Number of ESL, ENGL 101 Courses by Summer 2001						
		Average	One	Two	Three	Four	Five or +	
FALL TERMS								
ESL 198	102	1996	2.14	31	44	14	10	3
		% of Group		30%	43%	14%	10%	3%
	38	1997	2.24	9	15	10	4	
		% of Group		24%	39%	26%	11%	
	26	1998	2.31	7	8	8	2	1
		% of Group		27%	31%	31%	8%	4%
	32	1999	2.06	7	17	7	1	
		% of Group		22%	53%	22%	3%	
	19	2000	1.47	10	9			
		% of Group		53%	47%			
	217	Fall Term Total	2.11	64	93	39	17	4
		% of Group		29%	43%	18%	8%	2%
SPRING TERMS								
ESL 198	32	1997	2.13	9	15	5	1	2
		% of Group		28%	47%	16%	3%	6%
	34	1998	2.29	10	9	11	3	1
		% of Group		29%	26%	32%	9%	3%
	31	1999	1.81	12	15	2	2	
		% of Group		39%	48%	6%	6%	
	26	2000	1.77	7	18	1		
		% of Group		27%	69%	4%		
	13	2001	1.08	12	1			
		% of Group		92%	8%			
	136	Spring Term Total	1.93	50	58	19	6	3
		% of Group		37%	43%	14%	4%	2%
ESL 198 Fall and Spring Terms Totals			2.04	114	151	58	23	7
353	% of Group		32%	43%	16%	7%	2%	
ESL 198 Total Including Summer Start			2.03	116	155	59	23	7
360			32%	43%	16%	6%	2%	

CHART 5
FIRST ESL COURSE TAKEN BY YEAR
 Fall 1996 through Summer 2001



First ESL Credit Course*	Fall Terms					Percent of 1996	Percent of 1997	Percent of 1998	Percent of 1999	Percent of 2000
	1996	1997	1998	1999	2000					
ESL 036	32	23	30	26	44	11%	15%	21%	21%	33%
ESL 037	84	59	61	35	45	28%	39%	42%	28%	33%
ESL 197	79	30	27	33	27	27%	20%	19%	26%	20%
ESL 198	102	38	26	32	19	34%	25%	18%	25%	14%
Totals	297	150	144	126	135	100%	100%	100%	100%	100%

First ESL Credit Course*	Spring Terms					Percent of 1997	Percent of 1998	Percent of 1999	Percent of 2000	Percent of 2001
	1997	1998	1999	2000	2001					
ESL 036	28	31	35	37	33	19%	27%	28%	32%	34%
ESL 037	56	34	32	31	27	39%	30%	25%	26%	28%
ESL 197	29	16	28	23	23	20%	14%	22%	20%	24%
ESL 198	32	34	31	26	13	22%	30%	25%	22%	14%
Totals	145	115	126	117	96	100%	100%	100%	100%	100%

* First ESL Credit Course recorded between Fall 1996 and Summer 2001. May have taken ESL earlier.

plausible explanation might be that students attending Rio Hondo College more recently may be less capable at the outset in their English language skills.

A Methodology Problem? The time factor, however, might again be confounding the analysis, since this report explores enrollments and students enrolled during a specific five-year period (Fall 1996 through Summer 2001). It could be argued that one has plucked these students and enrollments out of a stream of time, and that the result reported in the last paragraph was simply an artifact of the methodology – not a true reflection of reality. That is, the students who first appeared in the data in Fall 1996 (the earliest year examined) might, in fact, have really started their ESL work before the five-year period being examined, etc. In that case, given similarly skilled students enrolled each year, one might expect to have lower proportions of students enrolled in the lowest level ESL course (ESL 036) in earlier years, and then greater proportions enrolled in the lowest level ESL course the closer one got to the current time. So the conclusion in the last paragraph might just be an artifact of the methodology of enumerating enrollments for a specific time period, without determining when the individual students had actually started their ESL work. The author thinks not, and will address the issue in the second ESL report, in which the test assessment results and course taking patterns of cohorts of students tested during these five years are examined.

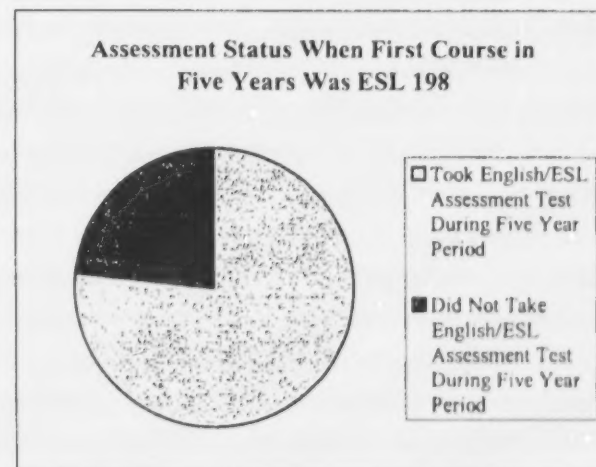
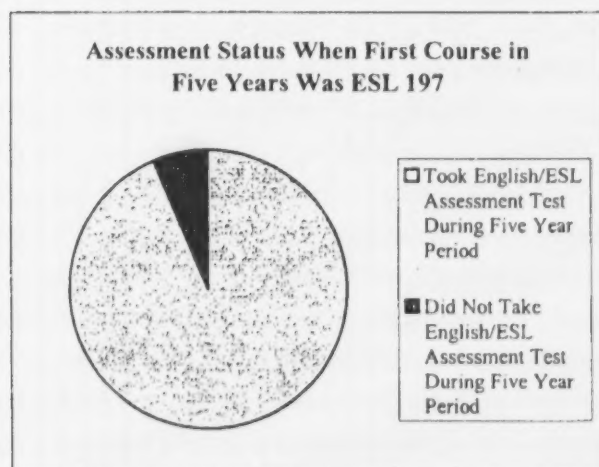
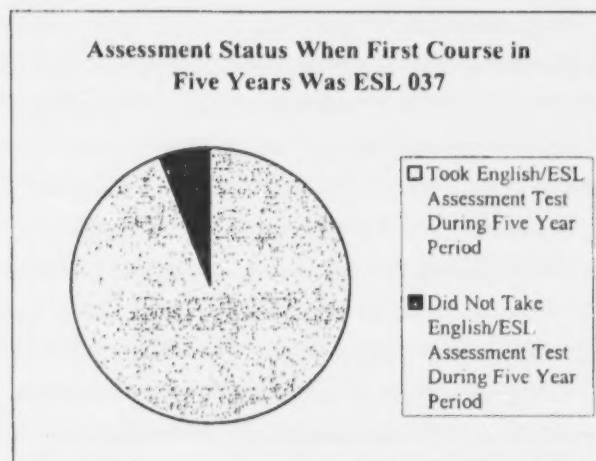
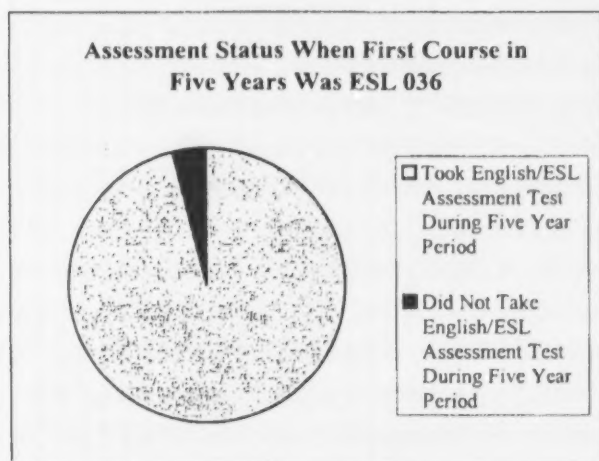
Testing and Another Time Confound? More disturbing logical explanations might be that: a) students were not being properly assessed and placed in ESL courses; and/or b) that too many had recently been improperly assessed into ESL 036. It might also be the case that not enough ESL assessment was occurring and students were signing up for courses without being assessed (i.e., the assessment/placement process was not working well).

The data just reported does not rule out these logical possibilities (but neither does it necessarily support the hypothetical conclusions stated). When one compares those tested during the five-period to those actually enrolled in ESL during the five-year period, one does find that almost 10 percent of those enrolled in at least one ESL course had not been tested in that time period. This does not mean, however, that these students were never given the English/ESL placement test. They might have been tested and/or received placement services before the five-year period started. Alternatively, they might have been placed using another of the multiple methods (e.g., consideration of grades, interviews with students who seek to challenge courses), or they might have been tested as though native English speakers, and then placed in ESL courses based on other information.

Looking more closely at the data, among those actually enrolled over the last five years, 94 percent to 96 percent of those enrolled in ESL 036, ESL 037, or ESL 197 had been tested during the last five years, but only 77 percent of those taking ESL 198 had been so tested (see Chart 6). This difference was statistically significant (Pearson Chi-Square = 101.912, $df = 3$, $p < .001$) and moderately strong (Cramer's $V = .260$, $p < .001$) over the entire 1,507 students who took at least one ESL course.

Still closer examination revealed that this type of correlation in fact only held true for those whose first course was in Fall 1996. For every fall, spring, or summer term after that there was no statistically significant correlation between the simple fact of having taken an assessment test and course placement. Furthermore, the number of enrolled students who had

CHART 6
FIRST ESL COURSE TAKEN BY ASSESSMENT TEST STATUS
 Fall 1996 through Summer 2001



First ESL Credit Course*	Took English/ESL Assessment Test During Five Year Period	Did Not Take English/ESL Assessment Test During Five Year Period	Total Taking This as First ESL Course *
ESL 036	320	13	333
ESL 037	437	27	464
ESL 197	328	22	350
ESL 198	276	84	360
Totals	1,361	146	1,507

* That a person is taking a particular ESL course as the first one recorded during the five year period does not imply that the person was placed into that course. The person might also have taken ESL courses before the five year period or been assessed for placement before the five year period.

not been tested during the five-year time frame decreased in the Fall series (from 29 percent to 3 percent) as well as in the Spring series (from 10 percent to 0 percent). This suggests that either a) an ESL assessment test process was being phased in as one aspect of a multiple-assessment process for ESL placement, or b) the enrolled students in earlier years had, in fact, been assessed and placed before the five-year period being researched (or both).

Gender Differences

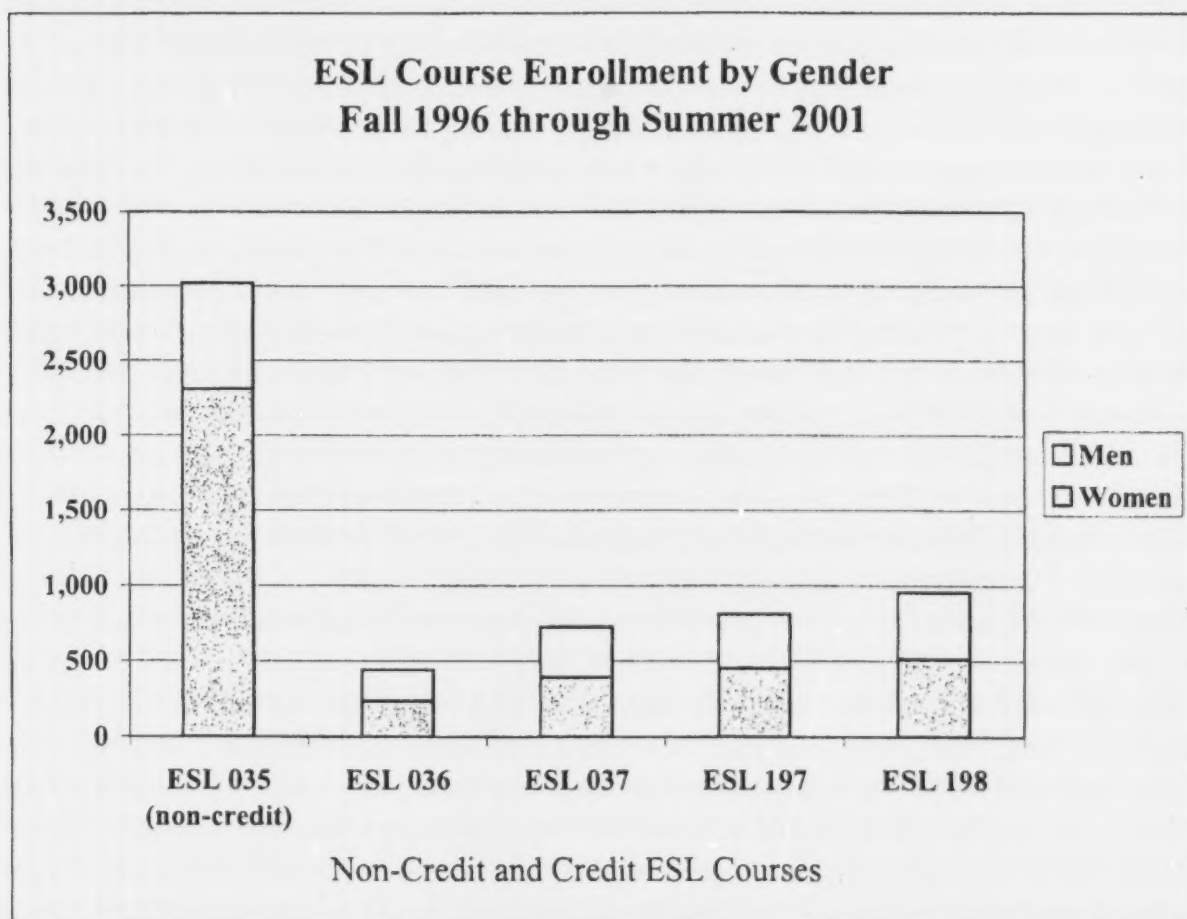
Women were significantly ($p < .001$, chi-square = 321.34, $df = 4$) more likely than men to take the non-credit ESL course (ESL 035). While women made up 77 percent of those enrolled in non-credit ESL, they averaged 55 percent of the credit ESL classes during this time period (see Chart 7).

In proportion to their numbers, women were as likely as men to be taking any of the credit ESL courses during these five years, (considering either the set of the first credit ESL courses taken by students in the time period, or all credit ESL courses). This finding constitutes prima facie evidence that there is no gender bias in enrolling of students in the credit ESL program as a whole, or in any of the courses that make up credit ESL.

Chart 8 shows the relative success rates of men and women in all credit ESL courses attempted. Women and men were equally successful in completing ESL 036 (the lowest level ESL course) and ESL 198 (the highest level ESL course). Two extremely weak but statistically significant correlations indicated, however, that women succeeded at slightly greater rates than men in ESL 037 and also in ESL 197 course attempts ($\Phi = .078$, Pearson's Chi-Square = .035, $df = 1$ for ESL 037, $\Phi = .095$, Pearson's Chi-Square = .007, $df = 1$ for ESL 197). The women succeeded at a rate of 63 percent in ESL 037 and 65 percent in ESL 197, while in both cases the men succeeded at rates of about 56 percent. The population size was so large (730 enrolments in ESL 037 and 812 enrolments in ESL 197) and the correlation so weak that the finding could simply be a statistical artifact of population size. It is mentioned here only because of the importance in Title V regulations of vigilance concerning potential gender bias.

Teasing out the data further yielded one possible clue concerning ESL 197. The finding was statistically significant but weak (Cramer's $V = .105$, Pearson's Chi-Square = .012, $df = 2$). There are two reasons for lack of success in a course: withdrawal, or simply obtaining a poor grade. In the case of ESL 197 enrolments, there were approximately equal proportions of men and women withdrawing (14 % of the men, 13 % of the women), so it was men actually getting poorer grades that made the difference in success (30 % poor grades for men, 21 % poor grades for women). The same type of pattern could be observed in ESL 198, but there the success rates of men and women were closer and the results were not statistically significantly different. The pattern was also not observable in ESL 037. In that course men both withdrew in slightly greater proportions and did poorly in the course in slightly greater proportions than women. Have faculty observed anything in the classroom supporting these weak findings related to gender, or should they be rejected as simply statistical artifacts?

CHART 7
ENROLLMENT OF MEN AND WOMEN
IN ESL NON-CREDIT AND CREDIT COURSES
 Fall 1996 through Summer 2001

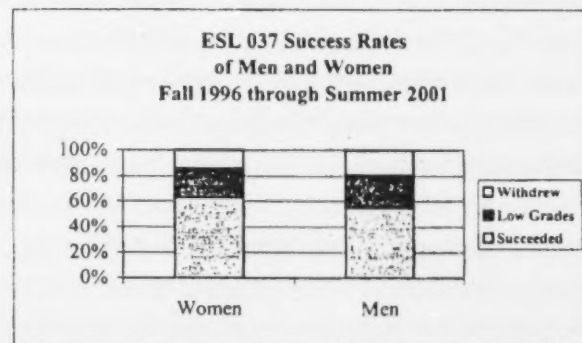
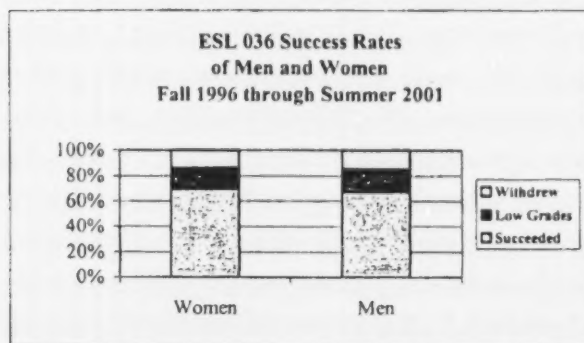
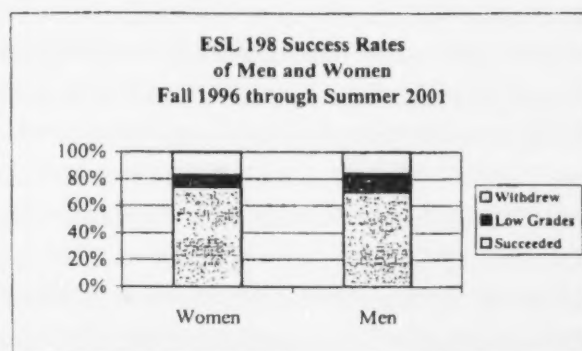
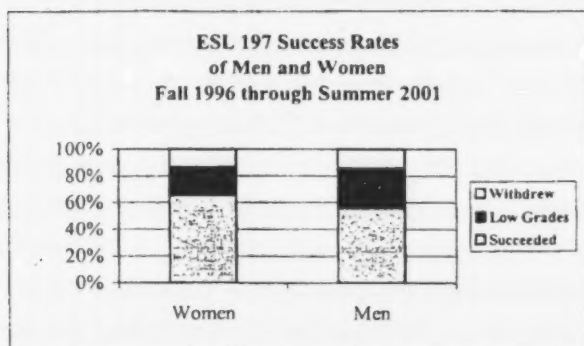


Non-Credit and Credit ESL	Course Enrollments		Men	Percent	Totals
	Women	Percent			
ESL 035 (non-credit)	2,314	77%	707	23%	3,021
ESL 036	237	53%	208	47%	445
ESL 037	397	54%	333	46%	730
ESL 197	457	56%	355	44%	812
ESL 198	517	54%	440	46%	957
Totals	3,922	66%	2,043	34%	5,965

CHART 8

SUCCESS RATES OF MEN AND WOMEN IN ESL CREDIT COURSES

Fall 1996 through Summer 2001



		Did Not Succeed			Total
		Succeeded	Low Grades	Withdrew	
ESL 197	Women	299	97	61	457
	Men	199	106	50	355
	Total	498	203	111	812
Percent of Total		61%	25%	14%	100%
Percent of Women		65%	21%	13%	100%
Percent of Men		56%	30%	14%	100%

		Did Not Succeed			Total
		Succeeded	Low Grades	Withdrew	
ESL 198	Women	384	44	89	517
	Men	310	59	71	440
	Total	694	103	160	957
Percent of Total		73%	11%	17%	100%
Percent of Women		74%	9%	17%	100%
Percent of Men		70%	13%	16%	100%

		Did Not Succeed			Total
		Succeeded	Low Grades	Withdrew	
ESL 036	Women	165	40	32	237
	Men	140	38	30	208
	Total	305	78	62	445
Percent of Total		69%	18%	14%	100%
Percent of Women		70%	17%	14%	100%
Percent of Men		67%	18%	14%	100%

		Did Not Succeed			Total
		Succeeded	Low Grades	Withdrew	
ESL 037	Women	251	90	56	397
	Men	185	84	64	333
	Total	436	174	120	730
Percent of Total		60%	24%	16%	100%
Percent of Women		63%	23%	14%	100%
Percent of Men		56%	25%	19%	100%

About 30 percent of women and 25 percent of men ESL students attempted ENGL 101 at some point during the five years examined. Overall, about 25 percent of the women and 20 percent of the men succeeded in ENGL 101. Although these figures indicated statistically significant differences, the correlations were even weaker than those for ESL 037 and ESL 197. They are likely either a statistical artifact or the result of some correlation not examined.

Men and women who had been ESL students and who attempted ENGL 101 in this time period succeeded at statistically equivalent rates: 83 percent success for the women and 81 percent success for the men. See Chart 9 for details. There was no statistically significant correlation linking first ESL course taken, gender, and success in ENGL 101 if one reached that level. In other words, it didn't matter where the students might have started in ESL education – if they reached ENGL men and women did equally well. If there is a problem or a block related to gender, it would be in progressing to ENGL 101, not in succeeding once one arrives there.

Ethnic Differences.

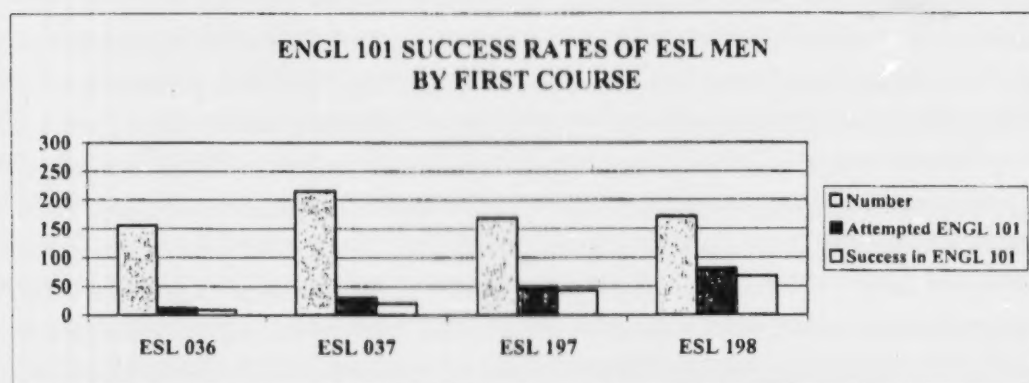
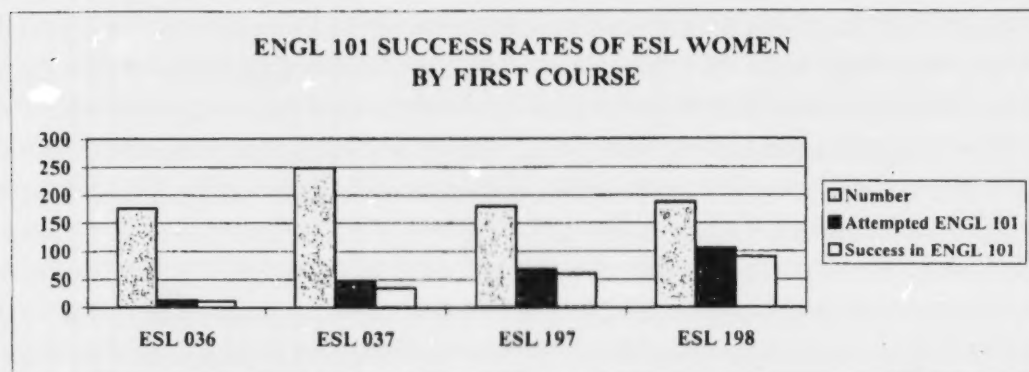
For the purposes of program review and statistical testing, some of the smaller ethnic groups were lumped together in order to increase the number of students in each category. The clustered totals are reported in Table __ in the Appendix. There are statistically significant, moderately strong correlations of ethnic groups and ESL course taking patterns. The statistical significance for ethnic groups is reported simply to encourage readers to focus on a set of ethnic groups for further, more nuanced discussion, and is not in any way meant to imply that one group is "better" than another.

The patterns in the data can be characterized as follows (see Chart 10 for details). First, in a moderately strong correlation (Cramer's $V = .304$, $p < .001$), students who are likely to be Spanish speakers (i.e., Mexican Americans, Central Americans, South Americans, and Other Hispanics) were significantly more likely than those who might speak Asian or Southeast Asian languages (i.e., Chinese, Japanese, Koreans, Vietnamese/Cambodians/Laotians, or Other Asians), or White non-Hispanics, or Filipino/Pacific Islanders to have enrolled in non-credit ESL than in credit ESL courses.

Second, considering just the credit ESL courses, a significant but weak correlation (Cramer's $V = .128$, $p < .001$) indicated that students from Spanish-speaking ethnic groups were somewhat more likely than those from groups who speak Asian or Southeast Asian languages to have registered in ESL 036 or ESL 037. Based on the actual course taking patterns in both the for-credit and the non-credit ESL classes, then, Spanish-speaking groups enroll in the lower level ESL courses more often than in the upper level courses, and in larger proportions than was true for other ethnic groups. It should be noted, however, that the proportion of White/Non-Hispanic and Filipino/Pacific Islander Vietnamese/Southeast Asian, and Korean students enrolled in ESL 036 and ESL 037 ranged between 40 and 43 percent, compared to 47 percent for Mexican-Americans, so there is considerable need for the more basic ESL classes across most of the ethnic groups examined.

The Asian/Southeast Asian groups (Chinese, Japanese, Korean, Vietnamese/Laotian/Cambodian, Other Asian) exhibited more variation among themselves in patterns of credit

CHART 9
ENGL 101 SUCCESS RATES OF MEN AND WOMEN
OF STUDENTS WHO TOOK ESL CREDIT COURSES
 Fall 1996 through Summer 2001



First ESL Credit Course*	Number	Attempted ENGL 101	% Took ENGL 101	Success in ENGL 101		Did Not Succeed	Percent of Attempted
				Succeeded	Percent of Attempted		
Women							
ESL 036	177	13	7%	11	85%	2	15%
ESL 037	249	48	19%	35	73%	13	27%
ESL 197	181	68	38%	60	88%	8	12%
ESL 198	188	106	56%	90	85%	16	15%
Total ESL Women Headcount	795	235	30%	196	83%	39	17%
Men							
ESL 036	156	13	8%	9	69%	4	31%
ESL 037	215	31	14%	21	68%	10	32%
ESL 197	169	50	30%	44	88%	6	12%
ESL 198	172	81	47%	67	83%	14	17%
Total ESL Men Headcount	712	175	25%	141	81%	34	19%

* First ESL Credit Course recorded between Fall 1996 and Summer 2001. May have taken ESL earlier.

* "Course Success" is defined as a grade of A, B, C, or CR after any grade changes.

"Poor Grades" are defined as grades of D, F, or NC after any grade changes, and indicate that the student did not succeed.

"Withdrew" indicates students who withdrew from the course, and withdrawals are included as students who did not succeed.

"Did Not Succeed" is the sum of "Poor Grades" and "Withdrew".

CHART 10
ESL NON-CREDIT AND CREDIT ENROLLMENTS
BY ETHNICITY
Fall 1996 through Summer 2001

Ethnic Groups	Non-Credit	Credit ESL				Credit ESL	Total ESL
	ESL 035	ESL 036	ESL 037	ESL 197	ESL 198	Enrollments	Enrollments
Asian/Southeast Asian Groups Sub-Total	104	167	322	421	577	1,487	1,591
% of All ESL Enrollments	7%	10%	20%	26%	36%	93%	100%
% of Credit ESL Enrollments		11%	22%	28%	39%	100%	
Chinese	68	92	187	273	397	949	1,017
% of All ESL Enrollments	7%	9%	18%	27%	39%	93%	100%
% of Credit ESL Enrollments		10%	20%	29%	42%	100%	
Japanese	5	5	24	21	29	79	84
% of All ESL Enrollments	6%	6%	29%	25%	35%	94%	100%
% of Credit ESL Enrollments		6%	30%	27%	37%	100%	
Korean	3	8	10	10	13	41	44
% of All ESL Enrollments	7%	18%	23%	23%	30%	93%	100%
% of Credit ESL Enrollments		20%	24%	24%	32%	100%	
Vietnamese/Laotian/Cambodian/SE Asian *	19	53	83	93	103	332	351
% of All ESL Enrollments	5%	15%	24%	26%	29%	95%	100%
% of Credit ESL Enrollments		16%	25%	28%	31%	100%	
Other Asian (includes Asian Indians) **	9	9	18	24	35	86	95
% of All ESL Enrollments	9%	9%	19%	25%	37%	91%	100%
% of Credit ESL Enrollments		10%	21%	28%	41%	100%	
"Spanish-Speaking"*** Ethnic Groups Sub-Total	2,450	251	361	342	322	1,276	3,726
% of All ESL Enrollments	66%	7%	10%	9%	9%	34%	100%
% of Credit ESL Enrollments		20%	28%	27%	25%	100%	
Mexican-American	1,891	146	224	201	211	782	2,673
% of All ESL Enrollments	71%	5%	8%	8%	8%	29%	100%
% of Credit ESL Enrollments		19%	29%	26%	27%	100%	
Central American	198	49	62	73	41	225	423
% of All ESL Enrollments	47%	12%	15%	17%	10%	53%	100%
% of Credit ESL Enrollments		22%	28%	32%	18%	100%	
South American	56	21	24	25	13	83	139
% of All ESL Enrollments	40%	15%	17%	18%	9%	60%	100%
% of Credit ESL Enrollments		25%	29%	30%	16%	100%	
Other Hispanic (includes Hispanic) ****	305	35	51	43	57	186	491
% of All ESL Enrollments	62%	7%	10%	9%	12%	38%	100%
% of Credit ESL Enrollments		19%	27%	23%	31%	100%	
Filipinos, Hawaiians, Pacific Islanders *****	1	1	7	3	9	20	21
% of All ESL Enrollments	5%	5%	33%	14%	43%	95%	100%
% of Credit ESL Enrollments		5%	35%	15%	45%	100%	
Other Non-Whites (includes Non-Hispanic Blacks, Amer. Ind.) *****	35	2	2	9	12	25	60
% of All ESL Enrollments	58%	3%	3%	15%	20%	42%	100%
% of Credit ESL Enrollments		8%	8%	36%	48%	100%	
White Non-Hispanic	39	12	24	27	21	84	123
% of All ESL Enrollments	32%	10%	20%	22%	17%	68%	100%
% of Credit ESL Enrollments		14%	29%	32%	25%	100%	
Unknown Ethnicity	373	10	9	6	10	35	408
% of All ESL Enrollments	91%	2%	2%	1%	2%	9%	100%
% of Credit ESL Enrollments		29%	26%	17%	29%	100%	
No Answer on Ethnicity	19	2	5	4	6	17	36
% of All ESL Enrollments	53%	6%	14%	11%	17%	47%	100%
% of Credit ESL Enrollments		12%	29%	24%	35%	100%	
TOTAL FOR ALL ETHNIC GROUPS	3,021	445	730	812	957	2,944	5,965
% of All ESL Enrollments	51%	7%	12%	14%	16%	49%	100%
% of Credit ESL Enrollments		15%	25%	28%	33%	100%	

* "Vietnamese/Laotian/Cambodian/SE Asian" distributions include 328 Vietnamese, 13 Laotians and 10 Cambodians. Of this group, only Vietnamese registered in ESL 036. One Laotian and one Cambodian registered in ESL 037, and four of each of these in ESL 198.

Seven Laotians and five Cambodians registered in ESL 197. One Laotian registered in ESL 035. All other registrations were by Vietnamese.

** "Other Asian" includes 89 "Other Asian" and six "Asian Indians." The latter had one enrollment in ESL 036, three in ESL 037 and two in ESL 198.

*** The "Spanish-speaking" ethnic groups may include native speakers of Portuguese (Brazil) or of any of a variety of indigenous languages from Mexico, Central and South America.

**** "Other Hispanic (includes Hispanic)" includes 484 "Other Hispanic" and seven "Hispanic." The latter had two enrollments in ESL 037, and one each in ESL 036 and ESL 197, and three enrollments in ESL 035.

***** "Filipinos, Hawaiians, Pacific Islanders" includes 18 Filipino enrollments, one Hawaiian (who took ESL 037), and two Pacific Islanders (one registration in ESL 036 and one in ESL 197).

***** "Other Non-Whites (includes Blacks, Amer. Ind.)" includes 49 Other Non-Whites, and 10 non-Hispanic Blacks (with one enrollment in ESL 037, five enrollments in ESL 198, and four in ESL 035). It also includes one American Indian in ESL 035.

For all courses, including non-credit ESL, statistics are: chi-square = 2209.726, df = 52, $p < .001$, 12.9 % of cells with expected count of less than five, and Cramer's $V = .304$, $p < .001$, and Lambda = .163 with Course dependent.

For credit ESL courses only (ESL 036, 037, 197, 198) statistics are: chi-square = 143.958, df = 39, $p < .001$, 10.7 % of cells with expected count of less than five, and Cramer's $V = .128$, $p < .001$, and Lambda = .032 with Course dependent.

ESL course level registrations than did the potentially Spanish speaking groups (Mexican-Americans, Central Americans, South Americans, Other Hispanics). While 29 percent of the Chinese student enrollments were in ESL 036 or ESL 037, 44 percent of the Korean enrollments were. Filipinos and other Pacific Islanders, and White Non-Hispanic credit ESL course takers resemble some of the Asian groups more than they do the Spanish-speaking groups in course distributions. The residual "Other Non-White" category (which also includes "Blacks" and American Indians) has the greatest proportion of students (84 percent) in the more advanced ESL 197 and ESL 198. These comments concerning specific ethnic groups were based on simple observation of the data ("eyeballing it") and do not imply statistically significant differences of one specific ethnic group from another.

If multiple-methods assessment, multiple-methods placement, and course progressions were unbiased in this time period, the distributions across the credit and non-credit ESL courses might simply indicate important variations in overall English fluency among the varied ethnic communities that Rio Hondo serves. The results might also reflect the impact of unexplored factors, such as socio-economic status, matriculation goal or education goal.

Before proceeding to a discussion of course success by ethnicity, it is important to note that there were statistically significant but weak (Cramer's $V = .198$, $p < .001$) differences in gender distribution across the ethnic groups taking credit ESL classes. The average gender distribution across all ESL enrollments in the five-year period was 55 percent female and 45 percent male. However, the range of gender variations was from about 74 to 76 percent female (Other Hispanics, Filipinos/Pacific Islanders, White Non-Hispanics) to about 32 to 37 percent female (Other Asian, Japanese, Other Non-White/Black/American Indian). Chinese were nearly evenly split by gender - 51 percent female, 49 percent male. The gender distribution is mentioned because of the very weak correlations of gender with ESL 137 and ESL 197 courses discussed above. The analysis of any differences in success by ethnicity should also take account of gender if possible to do using appropriate statistical methodology.

There were, in fact, statistically significant but weak (Cramer's $V = .120$, $p < .001$) differences in credit ESL course success by ethnic group. The range of variation in success rates was fairly narrow, with only a few outliers, as shown in Chart 11. In this five-year period the highest ESL course success rates posted were by Other Asians (85 %), "Unknown Ethnicity" (74 %), and Japanese (72 %) students. The lowest ESL course success rates came from South American (56 %) students and the six Black Non-Hispanic enrolments (33 %). As mentioned earlier, the overall average success rate in ESL courses was 66 percent. All other groups clustered closely around that mean, in the 60 percent to 69 percent success range. For example, Chinese and White Non-Hispanics succeeded in 69 percent of their enrollments, Filipinos/Pacific Islanders in 60 percent, and both Mexican-Americans and Other Hispanics in 62 percent.

In order to test for gender as well as ethnicity in relation to course success, it was necessary to group the six Black Non-Hispanic enrolments with the "Other Non-White" category. Statistically significant but weak variations by ethnicity in ESL course success were present for both men and women. The correlation of ethnic distribution with grades was statistically significant both for women (Pearson Chi-Square = 37.482, $df = 13$, $p < .001$, 10.7 % of cells have expected counts less than 5) and for men (Pearson Chi-Square = 25.161, $df = 13$, $p <$

CHART 11
ESL COURSE SUCCESS BY ETHNICITY
 Fall 1996 through Summer 2001

Ethnic Groups	In Credit ESL Courses			Total
	Succeeded	Low Grades	Withdrew	
Asian/Southeast Asian Groups Sub-Total	1,035	258	194	1,487
% of Credit ESL Enrollments	70%	17%	13%	100%
Chinese	659	162	128	949
% of Credit ESL Enrollments	69%	17%	13%	100%
Japanese	57	17	5	79
% of Credit ESL Enrollments	72%	22%	6%	100%
Korean	26	11	4	41
% of Credit ESL Enrollments	63%	27%	10%	100%
Vietnamese/Laotian/Cambodian/SE Asian	220	62	50	332
% of Credit ESL Enrollments	66%	19%	15%	100%
Other Asian	73	6	7	86
% of Credit ESL Enrollments	85%	7%	8%	100%
"Spanish-Speaking"* Ethnic Groups Sub-Total	777	269	230	1,276
% of Credit ESL Enrollments	61%	21%	18%	100%
Mexican-American	483	158	141	782
% of Credit ESL Enrollments	62%	20%	18%	100%
Central American	126	62	37	225
% of Credit ESL Enrollments	56%	28%	16%	100%
South American	53	16	14	83
% of Credit ESL Enrollments	64%	19%	17%	100%
Other Hispanic	115	33	38	186
% of Credit ESL Enrollments	62%	18%	20%	100%
Filipinos, Hawaiians, Pacific Islanders	12	1	7	20
% of Credit ESL Enrollments	60%	5%	35%	100%
Other Non-Whites (includes Blacks, Amer. Indians)	14	8	3	25
% of Credit ESL Enrollments	56%	32%	12%	100%
White Non-Hispanic	58	13	13	84
% of Credit ESL Enrollments	69%	15%	15%	100%
Unknown Ethnicity	26	6	3	35
% of Credit ESL Enrollments	74%	17%	9%	100%
No Answer on Ethnicity	11	3	3	17
% of Credit ESL Enrollments	65%	18%	18%	100%
TOTAL FOR ALL ETHNIC GROUPS	1,933	558	453	2,944
% of Credit ESL Enrollments	66%	19%	15%	100%

.022, 17.9 % of cells have expected counts less than 5). Both correlations, however, were weak (Cramer's $V = .153$, $p < .001$ for women; Cramer's $V = .137$, $p < .022$ for men).

Flipping the data, an analysis was done of possible differences in ESL course success by gender within ethnic groups. This time only three statistically significant differences appeared: for Chinese (Pearson Chi-Square = 11.140, $df = 1$, $p = .001$), Japanese (Pearson Chi-Square = 6.337, $df = 1$, $p = .012$), and Mexican-Americans (Pearson Chi-Square = 7.608, $df = 1$, $p = .006$). For all three ethnic groups, women were more likely than men to succeed in their ESL courses. There was a ten percent point spread, favoring women, in success rates for the Chinese (74 % to 64 %) and for the Mexican-Americans (66 % to 56 %), and a 16-point spread among the Japanese (89 % to 63 %) student enrolments. For the Chinese and the Mexican-Americans the correlations of course successes with gender were very weak (Cramer's V less than .11), although significant, but for Japanese the correlation was moderate as well as significant (Cramer's $V = .283$, $p = .012$).

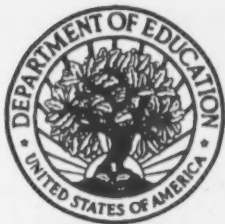
Weak gender differences observed earlier might, therefore, simply be an artifact of the proportions of Mexican-American, Chinese, and Japanese enrollments in Rio Hondo ESL courses, rather than a general difference in language learning among men and women. Chinese contributed 32 percent of all ESL enrollments, Mexican-Americans 27 percent, and Japanese 3 percent during this five-year period.

Finally, the research turned to ENGL 101 attempts (and success) by ethnicity, among ESL students (see Chart 12 for results). Here again there are statistically significant, moderate correlations of ENGL 101 attempts with ethnicity (Cramer's $V = .204$, $p < .001$). One-quarter or more of individual ESL students from the following ethnic groups attempted ENGL 101 during the five-year research period: Chinese (38 %), Other Asians (38 %), Other Non-Whites and Non-Hispanic Blacks (31 %), White Non-Hispanics (27 %), Japanese (26 %), Unknown Ethnicity (25 %). In contrast, only 11 to 20 percent of students from these ethnic groups attempted ENGL 101: Mexican-Americans (20 %), Other Hispanics (19 %), Central Americans (16 %), South Americans (13 %), and Koreans (12 %). Overall ENGL 101 pass rates followed a similar distributional pattern.

It appears that there may be a correlation of ethnicity with success in passing ENGL 101 among those who attempt ENGL 101, according to one moderate correlation measure (Cramer's $V = .258$, $p < .007$), but this result should be viewed very cautiously. One problem is that despite the size of the overall population (1,507 students), the large number of ethnic categories (13) and the large proportion of students who never attempted ENGL 101 precluded reliable use of the Pearson Chi-Square and other statistics to check on variations of ethnicity and success in ENGL 101 among those who did reach the course. One is therefore left with a simple observation from the data distribution. Among those who attempted ENGL 101, Mexican-American, Central American, and South American success rates were in the 65 to 67 percent range, while the overall average success rate was 82 percent. Every other ethnic group whose students had taken at least one ESL course and attempted ENGL 101 succeeded in that course 82 percent or more of the time (except for a combined Other Non-White/Black/Filipino/Pacific Islander group that had a 57 percent success rate).

CHART 12
ENGL 101 SUCCESS RATES BY ETHNICITY
OF STUDENTS WHO TOOK ESL CREDIT COURSES
Fall 1996 through Summer 2001

Ethnic Groups	Number	Attempted ENGL 101	% Took ENGL 101	Success in ENGL 101		Did Not Succeed	Percent of Attempted
				Succeeded	Percent of Attempted		
Asian/Southeast Asian Groups Sub-Total	798	270	34%	236	87%	34	13%
Chinese	519	197	38%	174	88%	23	12%
Japanese	42	11	26%	10	91%	1	9%
Korean	26	3	12%	3	100%	0	0%
Vietnamese/Laotian/Cambodian/SE Asian	158	39	25%	32	82%	7	18%
Other Asian	53	20	38%	17	85%	3	15%
"Spanish-Speaking"* Ethnic Groups Sub-Total	608	112	1	79	71%	33	29%
Mexican-American	368	73	20%	49	67%	24	33%
Central American	108	17	16%	11	65%	6	35%
South American	46	6	13%	4	67%	2	33%
Other Hispanic	86	16	19%	15	94%	1	6%
Filipinos, Hawaiians, Pacific Islanders	13	2	15%	2	100%	0	0%
Other Non-Whites (includes Blacks, Amer. Indians)	16	7	44%	4	57%	3	43%
White Non-Hispanic	48	13	27%	11	85%	2	15%
Unknown and No Answer Ethnicity	24	6	25%	5	83%	1	17%
TOTAL FOR ALL ETHNIC GROUPS	1,507	410	27%	337	82%	73	18%



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